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I. Requirements

The objective of the inquiry into requirements for training new personnel entering on duty with CIA who have not had prior intelligence experience involves consideration of the following factors:

A. quantitative:- this factor should be derived from analysis

of:

- (1) the attrition rate
- (2) unfulfilled T/O requirements
- (3) the establishment of an organic strategic reserve for the Agency.
- (4) the establishment of stand-by requirements for a pool of personnel cleared and indoctrinated in CIA not on duty but available to meet CIA M-day requirements.

B. The quantitative factor must be broken down into fields of specialization for each of the categories listed above, and a determination *made* of the rate at which personnel in each category and specialty should be brought into the Agency.

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II. Selection and Recruitment

Selection and recruitment is a continuing process which will extend throughout the entire training and career management program. Initially, however, this category will be confined to selection and recruitment as it pertains to pre-CIA employment. In this sense, then, the following factors must be systematically analyzed and be developed to form the basis for selection and recruitment action.

A. A body of criteria must be developed as a basis of selection of personnel to receive pre-CIA training overtly or covertly, through other established mechanisms wherein no particular known data exists for disclosing CIA interest in the selectee.

B. The various techniques of selection as well as the appropriate selection targets must be developed and established.

C. The machinery for selection must be reexamined and perfected so that it operates on a systematic basis in accordance with selection policies and principles established under A and B above.

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D. A set of selection and recruitment procedures must be drafted and the mechanisms for their execution set in motion on a continuing basis.

III. Evaluation and Assessment

To an even greater extent than the previous category of evaluation and assessment is also a continuous process extending over the pre-CIA as well as the CIA career of potential and actual employees. The essential elements in this category include not only a pre-evaluation of the individuals potential but also periodic assessment of his on-the-job performance with a view toward (a) equipping him to discharge his most effective capability to a greater extent, and (b) preparing him to accept assignments of differing and increasingly greater responsibilities in the event that his capabilities so indicate.

In the initial phase, evaluation and assessment processes should be applied with equal force to pre-CIA selectees and personnel already on duty within the Agency. In the first instance to increase the qualitative level of new personnel and in the second, to provide the basis upon which effective

Agency career management can proceed.

#### IV. Education and Training

A distinction is made between these two categories as follows:

A. Education is interpreted to mean a broad development of an intelligence appreciation and background in all categories of the intelligence process as minimum basic essential requirements as a professional intelligence officer.

B. Training is interpreted to mean the specific development of skills and techniques to perform specific intelligence functions such as intelligence collection and source exploitation, (overt and covert) intelligence research, analysis and estimating, and intelligence staff coordination and planning responsibilities.

The education and training process has the same duality in its application as selection, evaluation, and assessment at that *it must* provide for education and training pre-CIA employment as well as after the individual is assigned to duty in CIA and becomes susceptible to Agency career management.

The education and training effort will also employ both external and internal facilities. To this extent, therefore, the external educational mechanisms will require careful analysis not only in terms of pre-employment problems but also in terms of specialized training for personnel well along in their Agency careers. The internal education and training problem should be designed primarily to provide facilities not available or obtainable through any external means.

#### V. Career Management

Career Management is the end product that results from the continuous application of the selection, evaluation, assessment, education, and training processes. If these processes are effectively applied, the incidence of mal-assignment should be reduced to a minimum and the constructive development of careers in the Agency can proceed on the positive side in accordance with Agency policies, objectives, and procedures. In the initial phases the main task presented by the problem of career management is in the formulation of such policies, objectives, and procedures. It should be noted, however, that the nature of such policies and objectives will develop and evolve normally and subsequently to the employment of effective selection, assessment, and training programs.